

# PATHWAYS

VOL. XII

AUGUST 1989

No. 3

## USE THAT JUNK

Are you one of the squirrel-like people who put aside any bottle, box or tin, piece of paper or string in the firm conviction that it will come in handy some day? Most of the "junk" that is thrown away by households can be re-cycled or re-used in some way. In a world that is becoming acutely conscious of the need to conserve energy, materials and other resources, teachers can contribute their mite by making use of all kinds of "junk". Some of the ideas that follow may be useful in a classroom, others in your own lives—try them. You will probably end up with several other useful suggestions for using "junk"—share them with your friends and the readers of PATHWAYS.

One of the commonest materials that we waste in vast quantities is paper. How often we destroy or discard paper that is only used or printed on one side. Use the blank side for rough work, for memos, for little notes, for lining drawers (you needn't always use newspaper or brown paper), for covering books, for art work (calendars provide large sheets, just right for the very young). One imaginative teacher used thick felt pens and wrote on the blank side of a large calendar. The sheets were held together with a wire spiral and she produced a series of attractive flip charts, an effective teaching aid. Art paper used for calendars is usually thick and of good quality. You can cut out small rectangles, fold them in the middle and use them as name/place cards for meetings. Use this kind of paper for folding, tearing and cutting exercises—shapes, origami, paper lanterns, paper toys, collages and so on. Colourful pictures on the right side can, if cleverly used, enhance the effect of any of your creations. Gift wrapping paper will also lend itself to this kind of use. Thin card used in the packing of shirts and banians is often white on one side. Cut it to an appropriate size and use it for workcards. It can also provide a mount for pictures or written work.

Cellophane paper, often used to wrap boxes of sweets, can provide young children with hours of fun as they view the world through coloured glasses. Use such paper for covering and changing the effect of coloured drawings. Use it for a series of experiments to find out its properties—you'll be amazed at what you discover with the children.

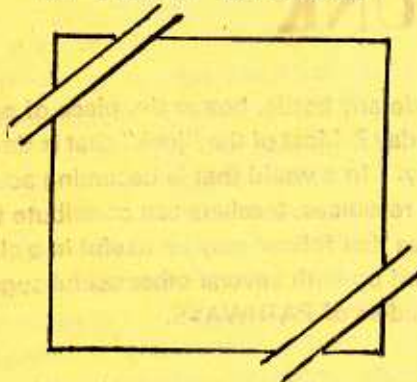


Gift wrapping paper, kite paper, even ordinary brown paper can be used to mount children's work before it is displayed on a bulletin board.

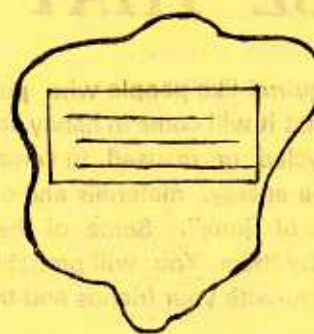
Newspaper lends itself to the making of papier mache articles. In the lower primary school, a good stock of newspaper in the classroom, is always helpful. Spread it on tables or the floor when children are painting or indulging in any kind of messy activity. It absorbs spills, takes care of splashes of paint, gum, water etc, and can just be rolled up and thrown away when it cannot be re-used. Use it as an inexpensive material to make measuring devices—strips of paper can measure heights, widths or distances. The same strips can be used to suspend lightweight objects from the ceiling, the fan and so on.

Cardboard boxes come in various shapes and sizes. Shoe boxes and boxes in which shirts are sold are handy for the storage of material. Every teacher has a collection of question papers, clippings, exercises etc. These sheets can be classified and stored in labelled shirt boxes, where they will remain dust-free and easily accessible. The tray of a shirt box is easily and effectively used to display small collections made by students—shells, stamps, stones, seeds etc. If necessary line the tray with coloured paper, place the objects in it and cover it with clear, colourless cellophane. You will have an attractive, eye-catching display which can be preserved for fairly long. Such trays can also be used as the base for the making of small models by the children. If waterproofing is required, line the base of the tray with a discarded polythene bag. It can then hold mud, sand, small twigs, plastic or plasticene animals, tiny houses etc—all of which go to make an interesting model.

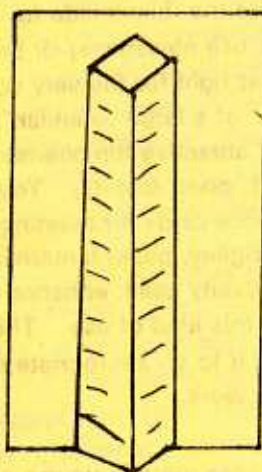
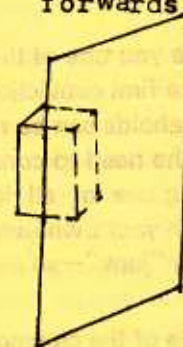
Use strips of paper or ribbon as frame



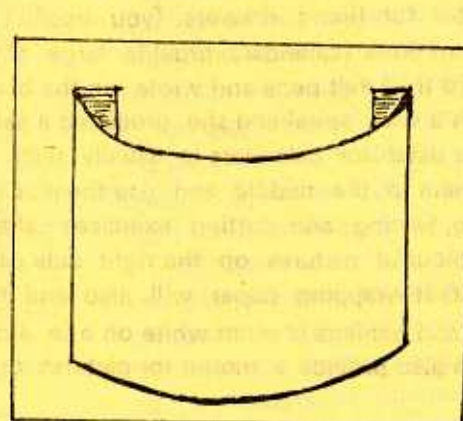
Use irregular torn paper as mount



Use carton to project material forwards



Mount material on sides of carton



A curved piece of card projecting from the board.



A large cardboard box also provides the base for a three dimensional display or a diorama. Small boxes and curved strips of cardboard can be used for mounting material on the bulletin board, so that it stands away from the board and gives a feeling of depth.

Cartons come in several sizes. The larger cardboard cartons can provide young children with dolls' houses for a session of make-believe and imaginative play. One school used the enormous carton of a large refrigerator for just this, and the children were delighted with their play-house. For an on-going activity, use several cartons and gradually build up an "Add-a-Room" house. If the cartons are not all of the same size, put the larger ones below and the smaller ones on the "first floor". Cover the edges with gummed paper tape for strength, and cover up any printed names with brown paper. Cut off the top of each carton and place it on its side with the open portion facing the front. Children can then look into each room of their house. Paint doors and windows on separate pieces of thin cardboard and fix them on the sides of the cartons. Try and make furniture for the house from matchboxes, wooden spools, pipe cleaners, wire, and bits of paper or cloth.

Containers that are thrown away are not always made of paper. Ice cream cups, especially those made of plastic, are useful as containers for small objects like pins, needles and clips. They can be used as pots in which children can grow seedlings. They are useful as a measuring device, most of them containing 100 ml. An inexpensive magnifying glass, the kind obtained with small dissection sets, can usually be obtained from school book shops. Use a heated knife to cut a hole of the right size in the lid of an ice cream cup. Fix the magnifying glass in this lid, using wax or gummed paper. You now have an insect observation box. Children can use it to observe closely the structure of ants, beetles and other small insects. Warn them not to pick up the insect with their hands—it should be allowed to crawl into the box on its own. After looking at it, the children should release it close to the site where it was picked up. To ensure the specimen does not die while under observation, make a few tiny air holes in the sides of the ice-cream cup.

Wide-mouthed jars made of clear glass or plastic are useful not only for storage but also as beakers (you don't always need traditional laboratory equipment), as an aid to the observation of earthworms, ants and other living things. By setting out layers of different kinds of moist soil in a jar, you can construct a wormery, and watch earthworms (not too many) as they live in it. Feed them with rotting leaves and do not flood the wormery, though it must be lightly watered as often as needed. In one science laboratory, an enterprising student brought the teacher a part of a wasp's nest, which they kept for several days inside a plastic jar. They watched the eggs hatch and the wasps grow. However, remember that such an exercise should be carried out with the greatest or care.

### **Odds and Ends**

Here are some ideas which you might find interesting.

- \* Use a collection of objects—unusually shaped tins, bottles, caps and so on—for drawing outlines which can be put together to form patterns which may then be coloured by children. As a change you might like to dip the objects in thick paint and use them for printing. Some objects might provide you with basic shapes—circles, ovals, straight edges, triangles—which are in different sizes—useful when you are making charts.



- \* Cigarette cartons, flattened out provide you with cardboard mounts, all of the same size. Use them to make cards for games—number recognition, letter recognition, naming objects and so on. You could cover them with plain paper and paint dots or stick on “*bindis*” pictures, words to make domino games. These possibilities have been discussed in earlier issues of PATHWAYS.
- \* Matchboxes can also be converted into domino games. Paste materials of different textures inside the trays and let children decide, using only their finger tips, what each of these “Feely Boxes” contains,
- \* The caps of soft-drink bottles, match sticks, ice cream spoons and similar objects help primary teachers provide several sets of aids for exercises in counting and handling numbers.
- \* Bits of coloured wool held together, can be made into simple dolls by tying them off into sections along their length.
- \* Bottles, cardboard rolls found inside toilet paper and tins can form the base for other kinds of dolls.
- \* Drinking straws, matchsticks and toothpicks can be cut into various sizes and pasted with Fevicol on to a dark background to make shapes like a house, a car, a boat, stick figures and so on.
- \* Cardboard egg trays can be made into animals (see PATHWAYS February 1988). Empty egg shells perched on small rings of cardboards can be converted into chickens and rabbits. Use strips of coloured paper or felt glued on, to make the various features
- \* String, ribbon and wool can be used on an improvised frame to weave patterns.
- \* Paste fairly thick string (cord) on to a base of cardboard to form an ornamental picture. While glueing, avoid the cords crossing over one another by cutting one of them. Rhythmic repetitions can make interesting patterns. Coloured cords are more visible on a light background and vice versa.
- \* You can paste the cord picture on a carton and use it as a printing block. Cord or string wrapped closely around small tins and glued into place makes attractive containers, which can become gifts.
- \* Use up the tiny bits of chalk left over in your classroom. Powder the chalk and mix it with finely ground coloured *kumkum* powders. The chalk helps these colours become more opaque. Gum dissolved in water is added to the mixture to get a thick consistency. It should be dried in small containers. Too much chalk or gum will cause loss of brilliance of the colour.
- \* Ribbons and wire can be used for the creation of mobiles and other hanging displays in the classroom. Lengths of coloured ribbon or paper or string can be used on bulletin boards as straight lines—to divide the board into different parts, to form the axes of graphs, as measurements of heights and so on.
- \* Even the tiny circles of paper collected in the base of a paper punch (look in your office) can be effectively used as decorations on various items. Paste them into a geometrical pattern, or with the help of felt pens, convert them into flowers, bunches of grapes and so on. Use the paper punch on coloured paper for even prettier results.

Certainly, you would have found many other uses for “junk” in your home and classroom. Won’t you write and share them with us? □



# COMPREHENSIVE COMPREHENSION

As any teacher teaching language, whether in the vernacular or English, knows, reading comprehension is one of the most fundamental skills needed by the pupils. Until they learn to read a text—any text—swiftly and fluently, and understand it simultaneously, they cannot be said to have successfully learned a language.

Language textbooks are full of comprehension passages, but most of them are rather far removed from the everyday language and concerns which a child is faced with in real life. In the outside world, he or she is confronted with newspapers and magazines, instructions, recipes, letters, and other such written texts which require instant comprehension as much or more than school textbook exercises do. How can we, as teachers, prepare them for this?

Comprehension workcards are a valuable aid. The teacher can build up a stock of such cards using interesting articles, recipes cut out from magazines, dialogues between people, extracts from instruction manuals etc. For example, the same incident described by two or more newspapers can make a fascinating exercise in which the pupil is asked to compare and contrast the two versions and different angles they concentrate on. The idea is to expose the pupil to real-life comprehension situations as far as possible.

## AIRLINE ADVERTISEMENTS—A SAMPLE WORKCARD.

Here are some extracts from some airline advertisements taken from magazines. Read them carefully and then answer all the questions that follow.

### Lufthansa

Lufthansa has installed special radar altimeters for the last 500 feet before a landing. These radar types are particularly helpful from there on. They bounce a radar beam off the ground and compute a continually accurate reading. They are not affected by changes in atmospheric pressure. They are accurate to a foot. Every Lufthansa jet has them.

### Swissair

There is still an airline which respects your privacy and doesn't force you to loom at a movie, watch television or listen to a yodelling or other concert. So if you are among those distinguished people who know and appreciate an impeccable service, prefer undisturbed privacy and can entertain themselves for the short period of an airtrip we would like to say: 'Welcome aboard for a quiet relaxing and soothing experience'.

### British Airways

British Airways takes good care of you.

Why don't we dress our stewardesses in mini-skirts? Well, our VC-10 is the world's most advanced jetliner. Our 707 is the Rolls Royce of 707's. So who needs mini-skirts?

We think our stewardesses look pretty attractive the way they are. If we take anything up we want it to be you.



## **Japan Airlines**

Discover classic grace. How to use ohashi chopsticks, if you'd like to try. The welcoming warmth of sake in its tiny cup. A bouquet of new flavours on otsumami delicacies—before JAL's superb Continental cuisine,

Perfect hospitality—your kimono-clad hostess on Japan Airlines. Her gracious attention to your every wish reflects a lifetime's training in this ageless art of Japan.

For on JAL a unique and classic tradition has been added to modern airline service : you must feel always as honoured and welcome as a guest in a Japanese home.

## **Air France**

Travellers of all nationalities choose Air France. Why ? In addition to flawless service and matchless cuisine. Air France the leading European airline offers its passengers many other advantages : the fastest flights to the Americas and to Asia ; movies in 2 languages and your choice of music on all long-distance flights—the best wide-screen colour films of all nations.

At airports and Air France offices in tourist and business centres the world over the Welcome Service is at your disposal to answer questions and to help solve any particular problems that may arise,

## **Alitalia**

Alitalia is London. It's also New York, Bombay, Buenos Aires, the world. Wherever we fly, which is to eighty-nine cities on six continents there's a bit of Alitalia. In the food and drink we serve and the gracious way we serve it. In the spirit which blends the best of the old and the new. In the warm, friendly Italian atmosphere aboard our jets. Wherever adventure, colour, excitement are, so is Alitalia. It's just something in the air.

## **Philippine Airlines**

The PAL jet is sophisticated. It is the best progressive engineering has perfected. PAL pilots also keep in step with progress. They're always ahead of the aircraft's performance. This is so necessary even in the sub-sonic era. PAL services are one step ahead too—elegant and personal. Inflight movies, classics, rhythm and blues in nine stereo and monaural channels. Food and cocktails include choice assortments from the gourmet centers of the world. The one Step Ahead Airline.

## **Pan American Airlines**

Some people have an instinct for picking the best in everything. You know the type ; perhaps someone like you. Not finicky people, but people with taste. They select their clothes, restaurants, cars and doctors the same way—with care. And they approach airlines that way too. So they choose Pan 'Am. What sets us apart is more than the cuisine by Maxim's of Paris. Or the 900 helpful offices around the world. Or the expert maintenance and flight crews. It's all of these things, of course, and so many more that they'd fill a book. But above all else it's a feeling you have. And it's a very good feeling indeed. And it's a feeling you can fly away with to just about anywhere. Because we fly to 212 cities in eighty-four lands. And all six continents.



## QUESTIONS

1. Which of the advertisements do you consider to be the most technical, in the sense that very few will grasp its message? Give reasons for your choice.
2. A favourite advertising technique is to flatter the reader into thinking that he is one of a select few. Which airlines have used this technique?
3. Which airline appears to be boldly refraining from doing something that other airlines are doing for their passengers? Comment on the logic employed by this airline's advertisement.
4. How has JAL capitalised on the traditional femininity of the Japanese woman?
5. Pick out what you consider to be the most witty statement of all in the advertisements.
6. In some advertisements there are obvious elements of national culture and customs stressed. Give two examples of this.
7. How do the airlines exploit the fact that one of the basic needs of the human being is food?
8. Another common device in advertising is the use of impressive statistics. Comment on the way this has been done in any one advertisements.
9. What does the term 'the Rolls Royce of 707's' imply?
10. Draft an advertisement for AIR INDIA, our international airline. What will you stress—technology, cuisine, service or something else?

(Reproduced with permission from TEACHERTALK, November '87 issue)



## BEGINNING MY STUDIES

Beginning my studies, the first step pleas'd me so much,  
The mere fact, consciousness—these forms—the power of motion,  
The least insect or animal—the senses—eyesight;  
The first step, I say, aw'd me and pleas'd me so much,  
I have never gone, and never wish'd to go, any farther,  
But stop and loiter all my life, to sing it in extatic songs

—Walt Whitman



# ACTIVITIES WITH BALLOONS-II

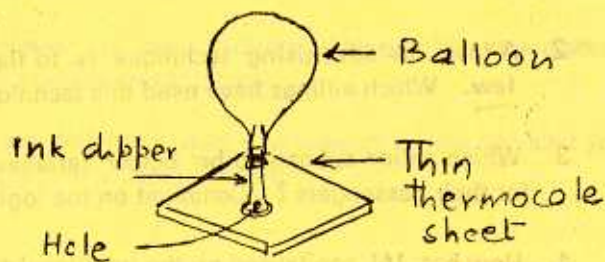
— Dr. Lalit Kishore

## Activity 8

### Air Cushioning

Take a 5 cm × 5 cm piece of thin thermocole. Make a small hole at its centre and stick an ink-dipper nozzle on the hole with Quickfix. Inflate a big balloon and twist it slightly away from its mouth and hold the twisted portion in a clothesclip. Secure the mouth of the balloon on to the ink-dipper nozzle. Remove the clothesclip and give a slight flick to the thermocole piece.

What do you observe and why?



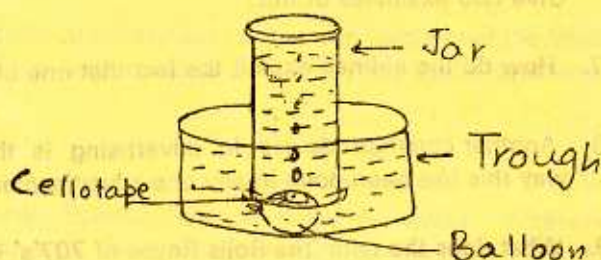
## Activity 9

### The Density of Air

Take a thin membrane balloon and stick a piece of cello tape on it. Weigh the balloon and a piece of thread on a sensitive balance. Inflate the balloon and secure its mouth with the piece of thread. Weigh the inflated balloon.

Take a trough and an inverted jar filled with water place the balloon below the jar as shown. Prick the balloon on the cello tape piece with a sharp pin. Collect the air to find its volume by the downward displacement of water.

Estimate the density of air.

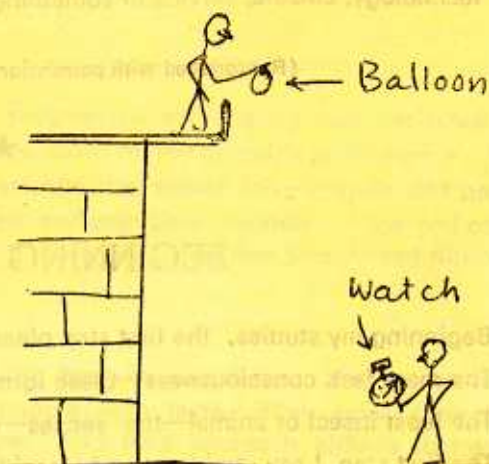


## Activity 10

### The Viscosity of Air

Take a thin membrane round balloon and inflate it. Tie a piece of thread at its mouth. Drop the balloon from a good height. Time the rate of descent of the balloon from different heights.

What do you observe regarding the motion of the balloon and why?

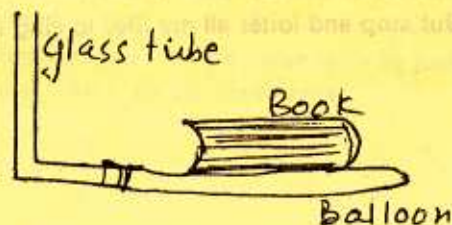


## Activity 11

### Pascal's Law

Take a long cylindrical balloon and tie its mouth to a right-angled glass tube. Place a book on the balloon and inflate it by blowing into the tube.

What do you observe and why?





## Activity 12

### Action - Reaction Principle

Take a big balloon and inflate it. Hold its mouth in your hand and then suddenly let the balloon go.

What do you observe and why?

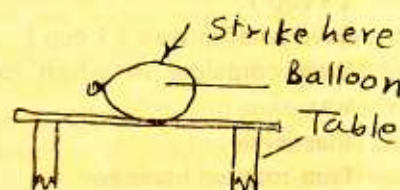


## Activity 13

### Sounding Air

Take a thin membrane balloon and inflate it till it is hard. Tie the mouth of the balloon with a piece of thread. Place the balloon on a table and hit it hard with your fist.

What do you observe and why?



Readers will be happy to know that Dr. Lalit Kishore, who is currently Principal Kendriya Vidyalaya No. 2, Bhatinda, has just won the coveted Commonwealth Association of Science, Technology and Mathematics (CASTME) Award for his significant contribution in science education through low-cost activities. He received a commendation certificate in 1982 for similar work.

## PRE-READING IDEAS FOR TEACHERS AND PARENTS

As parents and teachers we are aware that learning to read is very important for our children. Many children show an interest in and a love of books at an early age. How can we use this interest to the benefit of the child? Check how many of the following questions you can answer with a 'yes'.

- \* Do you make time to talk to your child?
- \* Do you listen to your child?
- \* Do you read to your child?
- \* Are colourful, illustrated books available to your child?
- \* Do you sing to your child?

- \* Do you tell lots of stories and nursery rhymes?
- \* Do you use children's TV programmes to stimulate conversation?
- \* Do you provide opportunities for creative play?
- \* Does your child communicate and play with other adults and children?

The more your child is involved in these activities the greater will be his/her interest in learning to read



## A STUDY OF SNAILS-II

### Activity 6 :

#### Shell Construction

#### Materials

*Per class :* Frypan and a source of low heat.

*Per group :* Empty snail shell

Dilute hydrochloric acid or vinegar  
(  $\frac{1}{2}$  cup )

Solid paraffin wax ( 1 cup )

Small container in which to heat wax

Plasticine

Fine-toothed hacksaw

#### Objectives

- Children :*
- \* Observe the external and internal structure of the snail shell.
  - \* Observe what happens when the shell is placed in acid.

#### Procedure

##### Part A

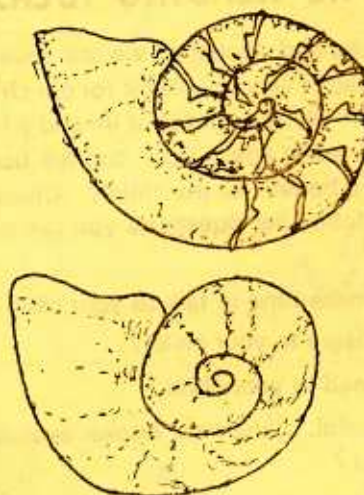
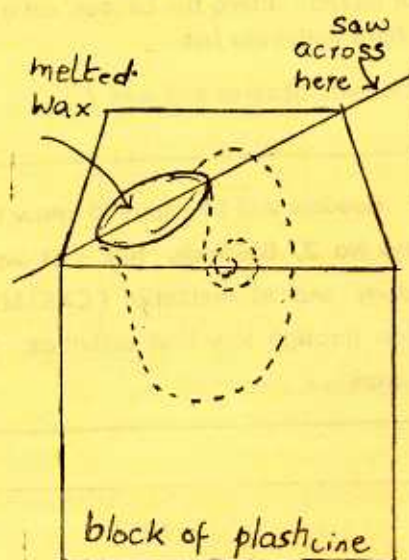
- \* Have the children collect empty snail shells.
- \* They should observe and describe the appearance of the outside of the shell and the inside lip. Ask the children to infer why the inside is so smooth.
- \* The children should observe ridges parallel to the edge of the lip of the shell. These are growth rings. ( See diagram )
- \* Children could research the way in which growth rings are made.

##### Part B

- \* Have the children embed the shell in a piece of plasticine, with the shell opening upwards.
- \* Place the paraffin in a container in water in the frypan. Heat. When the wax melts, have the children fill the shell with the wax.

- \* When the wax hardens, the children can saw through the shell, using the hacksaw. (The plasticine enables the children to hold the shell securely while cutting, and the wax inside the shell prevents the shell from being damaged during the cutting).

- \* If necessary the shell fragments can be reheated to get rid of the wax.





**Note :—** An alternative way of exposing the internal structure of a shell is to file the shell down gradually, with coarse sandpaper.

- \* The children should see that the shell is made up of a series of chambers. Ask the children to find if there is any opening between each chamber. They should be able to infer that the snail's body is coiled up through these chambers.

### Part C

- \* Have the children leave a snail shell or a piece of shell in acid ( hydrochloric acid for a few hours, vinegar for a few days ). Ask them to observe what happens. Children who have adequate science background should be able to predict that the shells will dissolve in the acid. They might recall that limestone fizzes when in contact with acid, the way the snail shell does. What is limestone made of? What is the chemical name for limestone? Can they write an equation for this reaction?

### Activity 7

#### Snail reproduction

##### Materials

*Per group :* Garden snails(2)  
Terrarium large enough for two snails  
Magnifying glass

##### Objectives

*Children :* \* Observe the development of snail eggs and the immature young.

- \* Graph the growth rate of young snails.

##### Procedure

**Note :—** This activity is best done during the monsoon.

- \* Have the children prepare a terrarium large enough for two or more land snails ( As most land snails have both male and female sexual organs, any two can be placed together for mating ).

- \* Children may observe the snails mating. If they are not sure whether their snails have mated, they should check the soil each week when they clean out the terrarium. Snails lay their eggs in small holes in the ground in batches of 30-60.

- \* The eggs are white and are each about the size of a small pea. The children could uncover the eggs, but not disturb them. Once the eggs have been discovered the adults snails should be removed.

- \* If the snails do not mate, the children could search in the places where they originally found their snails, in an effort to find eggs. The children could carefully scoop up the eggs and the surrounding soil and transfer it to a terrarium for observation.

- \* After the eggs are laid, they gradually begin to look as though they have a chalk covering.



- \* After three weeks, the children should observe the young snails starting to nibble holes in the egg shells. The young snails should be allowed to eat all the shell—if they do not, they will die. This process takes about a week.
- \* The young snails are transparent, with a glossy, unbanded - shell. They are about 5 mm across. The children can view them successfully under a magnifying glass.
- \* The snails will eat the same food as the adults, and will grow rapidly.
- \* The children could keep weekly records or graphs of the size and mass of the young snails as they grow.



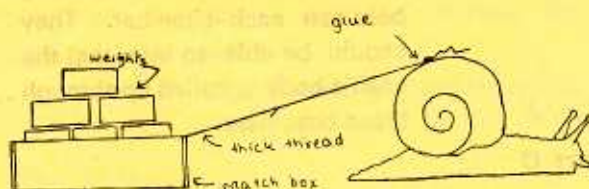
### Activity 8

#### Materials

Per group : Thread, Matchbox, Blocks

### Objectives

- \* Have the children devise tests to see what mass a snail can pull. ( An average snail can pull approximately 200 times its own mass ).



- \* Children could also devise tests to see what mass a snail can carry on its back ( A snail carry a load approximately 12 times its own mass ).
- \* The children could compare the results of the tests with their own abilities—can they match the snail ?
- \* Research some marine gastropods, e.g. seaslugs, limpets, winkles, cowries and whelks. What is an operculum ?

— Shri D. R. Baluragi  
K. V. R. P. Science Centre,  
Belgaum.



Genius is one percent inspiration and ninety-nine percent perspiration—

Thomas Alva Edison in a newspaper interview



# USING 'KOLAM' PATTERNS IN A CLASSROOM

Floor decorations of different kinds may be seen in homes all over India. Known in the South as 'kolam', they are usually drawn free-hand using finely ground rice flour or chalk powder or a thin paste prepared by grinding well-soaked rice.

Given below are some samples. They provide practice in drawing straight lines and flowing curves—an aid to good handwriting. The children can learn to hold a pencil or crayon steadily. The use of squared paper (maths notebooks) makes it easier to draw lines of equal length and identical-looking curves. Younger children will enjoy colouring these patterns. Older children develop a sense of symmetry and can have great fun evolving new patterns.

This pattern is not as complicated as it looks. Start with a square  $7 \times 7$  dots. Add dots at the corners to make eight small  $3 \times 3$  squares.

The first step is to draw the 'star' top left). The pattern progresses as shown (bottom left). One complete quarter section is shown (bottom right). Finally outline the entire figure (top right). Notice the parallel lines.

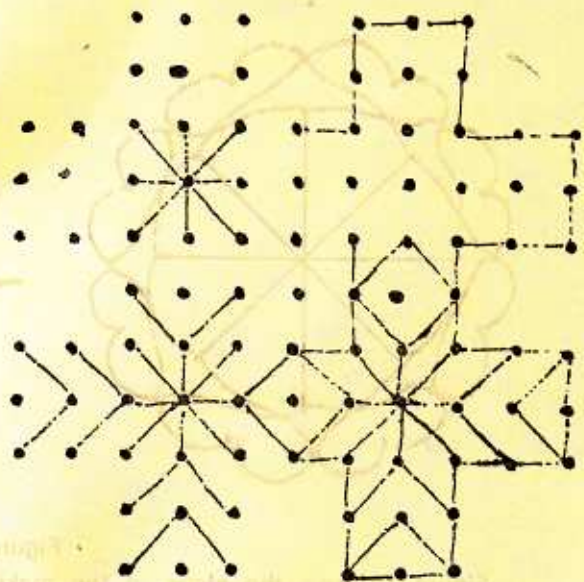


Figure A

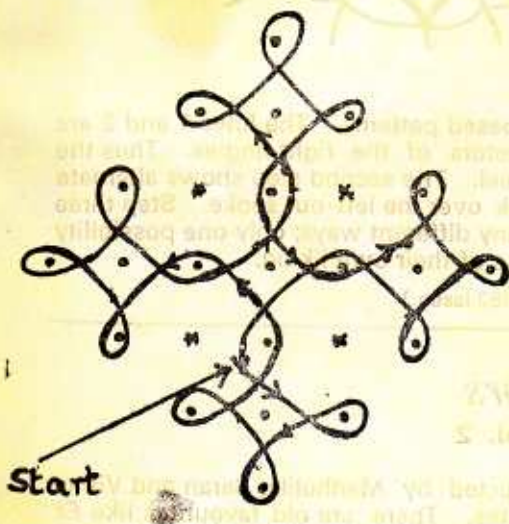


Figure B

Figure B starts with a central line of 7 dots. On either side the dots at the end of the line are removed and the successive lines have five, three and one dot each. The arrow indicates where to start. Practise drawing a complete uninterrupted line. The dots shown as stars may be left out at later stages if desired.

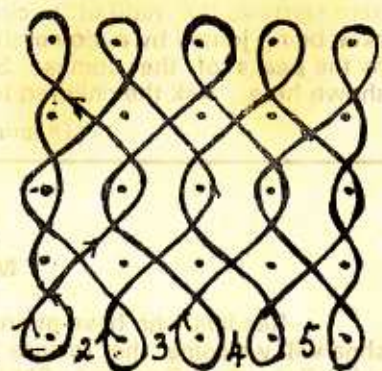


Figure C

Figure C starts with a  $5 \times 5$  dots square. Each line starts to the left of a dot on the bottom row and comes back to its starting point. The first and fifth lines are slightly different in order to close the pattern.



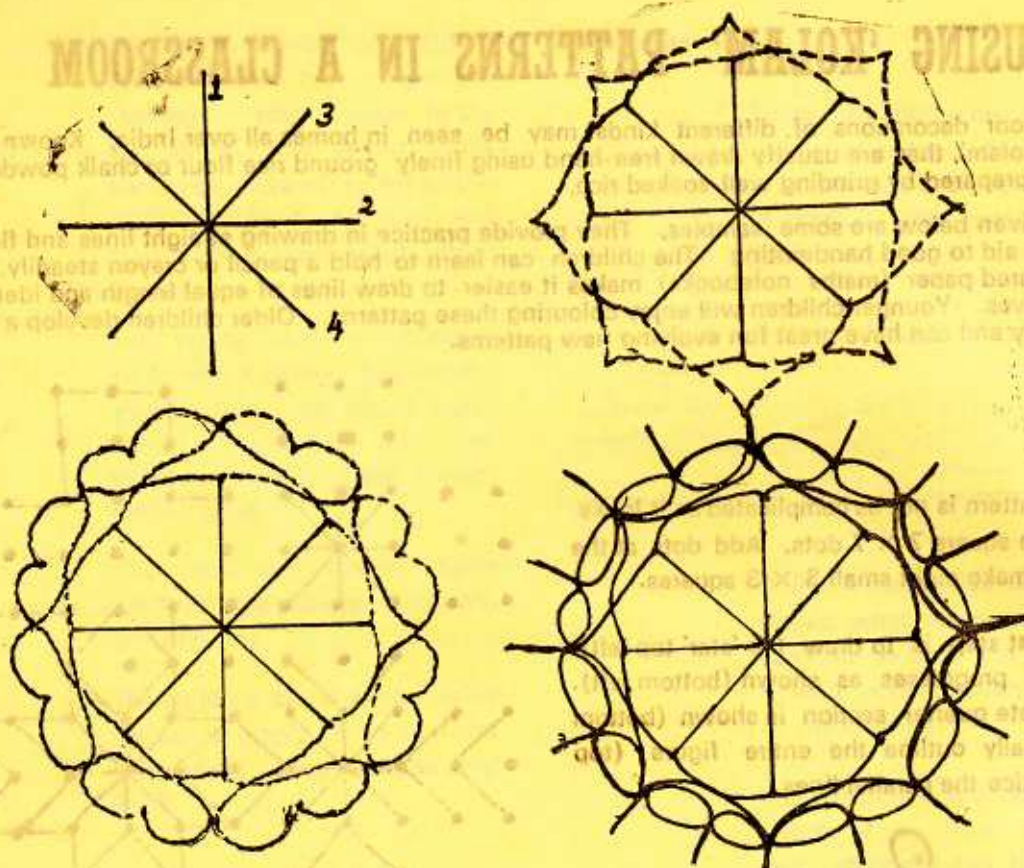


Figure D

Figure D shows the steps in the making of circle based patterns. The lines 1 and 2 are drawn first. Lines 3 and 4, of the same length, are the bisectors of the right angles. Thus the pattern starts as the radii of a circle, or the spokes of a wheel. The second step shows alternate spokes being joined by a 'dome-shaped' curve which has its peak over the left-out spoke. Step three joins the peaks of the domes. Step four can be varied in many different ways; only one possibility is shown here. Ask the children to experiment and find patterns of their own liking.

(Reprinted from PATHWAYS, August 1982 issue.)

## Music for Juniors

Munnu Mazaa Vol. 1 & Vol. 2

Readers who have attended music workshops conducted by Madhulika Saran and Vinita Krishna will welcome the release of these two music cassettes. There are old favourites like *Ek Buddha Baba Aya*, *Bandar ki Shaadi Men Jayenge*, *Michael Ki Cycle* and *Bagon Men Jab Phool Khile*. Some songs like *Sabzi Ke Qawwali*, *Lal Batthi Ruko Ruko* and *Hath Dho Manjan Karo* provide an interesting way of getting a message about health or safety across. *Hamne Teen Cheezen Dekhin* provides opportunities for using rhyming words. A creative teacher will allow children to extend the stanzas further, using lines of their own. Side B of Vol. I leads the listener through the story of Mangu, newly arrived in the city. His day at school is made enjoyable by Dhinna Tirkat a music teacher who indulges in tongue twisting rhythmic patterns. Side B of Vol. II provides four songs on the seasons; what changes they bring in our lifestyles and how each has its own charms—a good complement to environmental studies in primary classes.

These songs, used judiciously, can enliven the junior school classroom, making learning more fun. The price of the cassettes is not mentioned. Available from Madhulika Productions, 59 Sunder Nagar, New Delhi-110 003.